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ABSTRACT

In 1987, a study was conducted to identify organizational patterns facilitating faculty development programs for part-time instructors in technical-community colleges. The study involved a review of literature and a mailed survey to 80 public technical-community colleges in Nebraska, Wyoming, Colorado, South Dakota, Iowa, Missouri, and Kansas. A questionnaire was mailed to the presidents of the colleges, requesting information on written objectives, administrative responsibility for the program, levels of annual funding, basic program components, time frames, levels of participation, motivational mechanisms, and general assessments of effectiveness. Study findings, based on a 68.75% response rate, included the following: (1) the dean of instruction or dean of academic affairs was commonly charged with administrative responsibility for the program; (2) the most popular program components were a handbook or manual of some type, meetings between part-time and full-time faculty, assignment of part-timers to a mentor, and careful evaluation of adjunct faculty by administrators; (3) only four respondents indicated having written program objectives; (4) 50.9% of the respondents indicated that at least half of their part-time faculty attended development sessions; and (5) 5 respondents indicated that there was a monetary incentive for participation, 15 said attendance was required, and 23 indicated that part-timers had to be self-motivated to attend. The survey instrument and a 13-item bibliography are appended. (UCM)

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A STUDY DESIGNED TO IDENTIFY ORGANIZED FACULTY DEVELOPMENT PROGRAMS FOR PART-TIME FACULTY IN TECHNICAL-COMMUNITY COLLEGES

A Field Study

Presented to

The Faculty of the Graduate School

Kearney State College

In Partial Fulfillment of the Requirements

for

The Specialist Degree

In

Educational Administration

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By

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APPROVAL OF THE STUDY

The study was reviewed by each committee member. Final approval has been given for the acceptance of the study by the department of Educational Administration and the Graduate School.

COMMITTEE

_____
Chairman

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Date

ABSTRACT

A STUDY DESIGNED TO IDENTIFY ORGANIZED
FACULTY DEVELOPMENT PROGRAMS FOR PART-TIME FACULTY
IN TECHNICAL-COMMUNITY COLLEGES

Ford M. Craig

This study was conducted to identify organizational patterns facilitating faculty development programs for part-time instructors in technical-community colleges.

The study included a review of the literature and a mailed survey involving 80 public technical-community colleges in the states of Nebraska, Wyoming, Colorado, South Dakota, Iowa, Missouri, and Kansas. The survey instrument requested information on the following areas of part-time staff development activities: the frequency of written objectives, administrative responsibilities for the program, levels of annual funding, basic program components, time-frames, levels of participation, motivational mechanisms, and general assessments of effectiveness.

Study findings, based on a 68.75 percent response rate, were: (1) a workshop and handbook were frequently used; (2) the Dean of Instruction or Dean of Academic Affairs were commonly charged with the administrative responsibility; (3) popular program components included a handbook for part-timers, meetings between part-timers and full-time

faculty, assignment of part-timers to divisional heads, and careful evaluation of adjunct faculty by administrators; (4) only four of the respondents indicated having program objectives; (5) nearly three-fourths of the respondents indicated funding levels between 0 and 1000 dollars; (6) three-fourths of the respondents felt that part-time development activities would also benefit newly-hired full-time faculty; (7) the most frequently used time-frame options were "the manual plus one meeting during the work week" and the "manual distributed - self paced" format; (8) a majority of respondents rated their programs as being "somewhat effective" to "effective;" (9) no definitive patterns of adjunct faculty participation could be determined; (10) self-motivation appeared to be the prime-mover of part-time faculty development.

The survey instrument, focused recommendations, and general recommendations for faculty development appear in the study.

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CHAPTER 1

Introduction

The Purpose

The number of part-time faculty members in community colleges is on the increase. An unidentified writer for the summer 1987 Eric Two Year College Information Bulletin indicated that between 1953 and 1985 part-time faculty numbers increased by 19% in two year colleges. A personal example might help to confirm this notion also. When this writer began community college teaching in 1978, part-time faculty in the English Department at McCook Community College numbered one and full-time instructors numbered two. The fall season of 1987 there were still two full-time English instructors, but there were four part-time instructors. Such an increase in the part-time instructional staff raises or ought to raise some questions about the coherence and unity of the educational programs being offered using part-time faculty members. Perhaps part-time faculty members and the instructional program which they offer could be improved by some organized efforts of faculty development.

The Problem

This writer investigated what was being done for development of the part-time faculty member in the two year technical-community college. This study was limited to surveying technical community colleges in the following states: Nebraska, Kansas, Colorado, Wyoming, South Dakota, Iowa, and Missouri.

While it was perceived unlikely that any amount of faculty development could place the part-timer in the total institutional environment as experienced by the full-time faculty member, it appeared that some carefully planned development activities could be beneficial for most part-time faculty members in two year colleges.

Questions to be Answered by the Study

This study sought to:

1. Identify how extensive the programs of staff development for part-time faculty members were,
2. Identify who was directly responsible for administering part-time faculty development programs,
3. Identify the basic components of the regional institutions' programs of development for part-time faculty,
4. Identify written program objectives for the development of part-time faculty,
5. Identify the level of annual funding provided for development of part-time faculty,
6. Secure opinions of respondents as to whether the

programs for part-time faculty would be of benefit to newly hired full-time faculty members,

7. Identify the general time-frame for accomplishing the program,
8. Secure the administrator's perception as to the effectiveness of the program,
9. Identify the level of participation in the program by the part-time faculty members,
10. Identify what caused the part-time faculty member to enter the staff development program.

Review of Related Literature

The review of related literature covered the area of faculty development for the part-time instructional staff in the two year college with emphasis given to those points raised in the preceding "Specific Questions" section. The references search was based upon information gathered from the following:

1. ERIC catalog search,
2. Materials secured from McCook Community College Library,
3. Materials provided by Dr. Jerrold Novotney, President of the National Council for Staff, Program, and Organizational Development,
4. Materials provided by Dr. Sue Ann Roueche, Director of the National Institute for Staff and Organizational Development.

Significance of the Study

This study was of special significance to the Mid-Plains Technical Community College System, since little was being done for part-time faculty in the way of orientation and development. This study provided foundation information for a basic program to be organized and instituted in the Mid-Plains Technical Community College System. The final chapter contains recommendations submitted to the Mid-Plains Administration and Board for the purpose of establishing a faculty development program for part-time faculty.

Uniqueness of the Study

While several doctoral dissertations have been completed or were in the process of being written on part-time faculty development in the tech-community college setting, this was possibly the first study to be done on part-time faculty development at the level of the Educational Specialist Degree. Also, this was the first Kearney State Field Study to be done in some area of higher education.

Method of Study

Public technical community colleges in Nebraska and states bordering Nebraska listed in Sherry Harris' 1986-1987 Accredited Institutions of Post Secondary Education Programs Candidates were surveyed. College Presidents received one survey instrument with a cover letter. The instrument was

designed to identify currently organized staff development programs for part-time faculty in two year technical-community colleges. The survey sought to identify the level of funding, time-frame, and major components of the faculty development program. After three weeks, Presidents who failed to respond to the survey received a follow up postcard.

Analysis of Data

Data analysis to answer the ten research questions posed earlier was as follows:

Q1. How extensive were the programs of staff development for part-time faculty in the opinion of the respondent?

A1. A frequency count of the responses was used to determine what the majority of those institutions participating were presently doing. A scale with optional responses was used in the survey.

Q2. Who was directly responsible for administering development programs for part-time faculty?

A2. A frequency count of the responses was made to determine how many part-time faculty development programs were the direct responsibility of the various types of administrators listed in the survey.

Q3. What were the major components of the regional institution's programs of faculty development for

part-time instructors?

A3. Thirteen options were provided; a tally was made of the responses given to each option to determine which development activities were most frequently used.

Q4. Were there written program objectives for the development of part-time faculty?

A4. With this question, a "yes" and "no" response was required. From those responding to the questionnaire, the percentage of "yes" and "no" votes was determined.

Q5. What level of annual funding was provided for development of part-time faculty?

A5. The responses given on the survey indicated whether funds were being allocated for part-time faculty development and the amounts of dollars (within specified ranges) that were being designated. Here, the percentage of institutions at zero dollars to 200.00 were computed, the percentage at 200.00 to 500.00 were computed and so on.

Q6. In the opinion of the respondent, could the same program be a benefit to newly hired full-time faculty members?

A6. With this question, a "yes" or "no" response was required. From those responding to the questionnaire, the percentage of "yes" and "no" votes was determined.

Q7. What was the general time-frame for accomplishing the program?

A7. Six options were offered. A frequency count of the responses was made to determine those time-frames used with the greatest frequency.

Q8. What was the administrator's perception as to the effectiveness of the program?

A8. Three options ranging from "not very effective" through "effective" were provided. A tally was made of the number of responses given to each of the three choices presented.

Q9. What was the level of participation in the program by part-time faculty? Four options (0-25%, 25-50%, 50-75%, 75-100%) were provided.

A9. A frequency count of the responses for each option was made. The results indicated whether or not a majority of the part-time faculty were participating in the programs.

Q10. What caused the part-time faculty member to enter the development program?

A10. A frequency count of responses determined the greatest source of motivation.

CHAPTER 2

Review of Literature

The number of part-time instructors employed by technical community colleges is increasing. This trend has been noted by many writers, among them Weichenthal, Means, and Kozoll:

> Until recently there has been ample community support for two-year post secondary institutions. Money was available to develop new programs, hire faculty, increase the size of facilities, and provide equipment. In recent years, however, financial support has decreased for community and junior colleges. As a result, increasing numbers of part-time faculty have been employed to teach courses in all subjects at community colleges. (354)

As stated above, with the budget constraints of the 1980's, one of the major ways to expand instructional programs has been through the use of part-time faculty. It does not appear that this trend will soon reverse.

If funds are not available to employ additional full-time faculty and the only way to expand instructional programs is through the use of part-time instructors, then

part-time faculty need to receive a careful orientation and some form of continuing development once they are employed. The need for a coherent, unified faculty development program for part-time instructors is obvious. When three or four part-time faculty are collectively teaching what could be termed "one complete load," the usual 12 to 15 hour load of a full-time person, concerns about program unity and continuity may surface. Orientation and development activities would help provide part-time faculty with a sense of belonging. Stated another way, how does the administration "orient" and "develop" adjunct faculty to insure smooth institutional operation, instructional continuity, and a sense of "belonging." This problem appears to be one of the common concerns that administrators in technical-community colleges face today.

What current literature in the form of dissertations and periodical articles says about part-time faculty development programs is the focus of the succeeding pages. The increase in part-time faculty members in technical-community colleges is a relatively recent development, much of it occurring within the past ten years. Hence, the volume of literature devoted to the topic of faculty development for adjunct faculty is not vast. Portions of recent dissertations concerning faculty development needs as perceived by part-time faculty are summarized. Then, several part-time faculty development mechanisms are described beginning with the simple, manual and orientation sessions, and moving to the complex, intermediate stages and formal models.

Dissertations-Identification of Needs

Two recent dissertations, both completed in 1985, provided a degree of insight regarding staff development needs as perceived by part-time faculty of selected community colleges. One portion of a dissertation by Ann Marie Byrd involved a survey of 262 part-time instructors at three community colleges in Florida (17). A portion of the dissertation by James M. Williams involved a survey of over a thousand part-time faculty in 11 of 18 League of Innovation community colleges (p.3). The League is a consortium created to share knowledge of professional development. For the purposes of this review, the most useful information from these dissertations came from the "conclusions and recommendations" sections.

It seems important to highlight the similarities of the dissertations' recommendations. For example, Byrd noted that community colleges should determine the needs of part-time instructors and use those needs as a guideline to determine the comprehensiveness of certain program categories. She said that certain areas of in-service development might require greater emphasis than others (Byrd 46). Similarly, Williams drew several conclusions indicating that depending on the category of development, at times needs were being met, and at times they were not (97-98). The key notion growing out of these two studies was an urging for careful

needs assessment. Once this is done, problem areas can receive special attention.

On the topic of the part-timer's need for "awareness" of available faculty development activities, Byrd and Williams agreed. Byrd commented, "Community colleges should take steps to ensure that part-time instructors are aware of staff development activities and are encouraged to participate" (47). Likewise, Williams recommended that "greater encouragement should be given for part-timers to attend on-campus workshops and seminars, which should be scheduled at times when part-timers can attend" (108).

One final area where these author's recommendations converged was on the need to improve the status of the part-time faculty member. Williams suggested that adjunct faculty often see themselves as some type of lesser or minor character in the daily drama of the institution (108). In a similar fashion Byrd concluded, "Training should be designed to provide these instructors with a sense of involvement, respect, security, and recognition" (47).

Both Byrd and Williams offered other recommendations which are more divergent in character than the three areas cited above. Some of these separate and distinct recommendations appear in later segments of this chapter. Also, later portions of this chapter suggest some strategies for meeting the needs identified in preceding paragraphs.

Before beginning an examination of faculty development techniques for part-timers, a brief commentary on the role

of administration in relationship to staff development for part-timers follows. The literature is clear; if a development program is to succeed, it must have the backing and active support of the administration. Melvin Pedras, in "The Conceptualization and Design of a Staff Development Model for Community College Part-Time Faculty," emphasized this very point: "Administrators play a vital role. Without their support, especially those directly responsible for instruction, the staff development program is doomed to failure" (9).

Now begins an examination of what is currently being done for the development of part-time faculty. What methods, materials, and programs have met with some success in the orientation and on-going development of adjunct faculty? The following pages present a sampling of development activities which have in part satisfied development needs of part-time community college instructors. The progression moves from basics such as the manual and an orientation session to more complex activities including formal models. A review of the literature indicates four levels of activity with the manual being the first.

The Manual

The first component which is mentioned frequently in the literature is the manual or "handbook" for part-time faculty members. A carefully composed handbook can at least begin the process of clarifying available faculty development

activities, a need identified by both Byrd and Williams. In Williams' dissertation, he concluded "that handbooks are an important part of in-service development" (99). Williams is not alone in his conviction; in a professional journal article Richard Smith asserted, "The literature frequently recommends the development of a handbook for part-time instructors" (21). These writers leave little doubt that the handbook can be a footing for the sound foundation of part-time faculty development.

While it would be good to present an example of a manual currently being used with success, space limitations prohibit doing so. As a compromise, this writer briefly notes what authorities recommend by way of recent literature. Pedras, in the "Conceptualization. . ." paper, mentioned earlier, proposed several headings:

> Included in the handbook should be the following: the mission of the community college, governing board and college policies which relate directly to part-time faculty, key calendar dates, matters of salary and fringe benefits, absences and substitutes, emergency procedures, services available on campus, key administrative personnel and, evaluation and grading procedures. . . . It could be modeled after the full-time faculty manual and should be up-dated every year.

> A final inclusion in the handbook should be a section dealing with upcoming staff development workshops or activities. The goals and objectives of such a program should be clearly stated and the benefits of staff participation explained. (12-13)

It is worthy of mention, that Pedras echoes Byrd's and Williams' comments about clarifying available faculty development activities through the inclusion of an "upcoming" events section within the manual.

Donna Sillman, a bibliographer at the ERIC Clearinghouse for Junior Colleges produced a listing of possible manual subdivisions. In her article, "Sources and Information: Using Part-Time Faculty Effectively," Sillman presented a catalog of headings:

> Handbooks cover such topics as college history, philosophy, objectives, and academic standards; responsibilities and benefits of part-time faculty status; college procedures; academic regulations; format for proposing changes in academic regulations; college facilities, special equipment, and services; organizational flow chart; student and instructor rights; description of the faculty; presidents' philosophy of administration; glossary of terms for administrative style; continuing

> education; community services academic and technical - vocational programs; nondiscrimination clause; child development program; volunteers; college/community events; college calendar; curriculum development and instructional support; annotated bibliography of the college's reports and basic reading materials on adult development and learning, competence-based and experimental learning, and instructional development. (94)

Pedras' and Sillman's listings differed in that Pedras presented the essentials in a broad outline, and Sillman cataloged more specifics and details. However, the basic directions established were quite similar.

When evaluated according to the topics listed by Pedras, one handbook, among the several reviewed, contained all but two of his topics. Southern Illinois College of Harrisburg, Illinois produced the manual specifically for part-time faculty at that institution. The only two of Pedras' headings not included were a role and mission statement and a segment on "upcoming" part-time faculty development events.

The Orientation Session

The next development activity mentioned in the literature was some type of orientation session for adjunct faculty. Earlier in this chapter, parallel recommendations from the dissertations of James Williams and Ann Marie Byrd were cited; however, each writer had recommendations which were separate and distinct. Williams declared the need for what he called a "pre-service" orientation meeting. At a meeting of this type, the adjunct faculty members visited with peers and supervisors from their subject areas (107). Williams further emphasized, "One of the most repeated written comments from respondents about pre-service orientation was the value they found in having an opportunity to talk to peers about the classes they were going to teach" (107).

Another researcher, Gerald McCright, in "A Study of Perceived Professional Development Needs of Part-Time Faculty Members at Marshalltown Community College," recommended the College "hold at least one annual meeting for all part-time faculty" (20). McCright also commented that this meeting should provide for dialogue between full-time and part-time instructors, and should give top administrators a chance to review current trends and issues (20).

McCright and Williams both commented on the need for an orientation meeting - at least one - for part-time faculty members. Are some of the part-timer's needs being met through actual occurrence of such meetings? The indications provided in the literature suggested a "yes" response, but it

was difficult to determine specifics on how widespread the practice was. Ruth W. McLean, Chair of Professional Development at Humber College in Ontario, wrote, "Programs that are available involve one (occasionally two) of the following: an orientation evening, a workshop, or a faculty handbook" (4). McLean mentions that her "global" conclusion was drawn from her careful reading of literature, follow-up to doctoral research, as well as interviews. As support for her comments about orientation sessions, workshops, and faculty handbooks, she cited reading of authors Elwood, Long, Moe, and Pedras (4). Furthermore, McLean hinted at the possible connection between the orientation evening and the part-time faculty handbook. As added support for the orientation meeting, it should be noted that the administration at McCook Community College, McCook, Nebraska, held orientation sessions for some part-time faculty members in the fall of 1985 and 1986. Beyond these notations, it was possible a survey would uncover more data on rate and frequency of orientation sessions.

Intermediate Forms of Development

Other adjunct faculty development activities involved learning situations more comprehensive than a manual and/or orientation session but not as complex as a program established on the basis of a formal model. For example, in a paper developed for The National Policy Conference on Urban Community Colleges in Transition, Brown described a Faculty

Resource Center at Cuyahoga Community College in Cleveland, Ohio (4). Brown, Vice President for Educational Planning and Development, mentioned a Faculty Resource Center for all faculty, both full and part-time. The center provided a place for faculty to secure course syllabi, journals and magazines, and to help students with special needs (4). Furthermore, Brown said that "clerical service in the Center assists part-time faculty in communicating with other departments of the College, a service critical to the evening part-time faculty. Mail boxes for part-time instructors are maintained in the Evening/Weekend office, and part-time instructors regularly receive college communications, newsletters, and announcements that the full-time faculty receive" (4).

Early in this chapter, dissertations of Byrd and Williams were cited which highlighted perceived part-time faculty development needs. The last of the needs mentioned by both authors was to improve the status of the part-timers. Sometimes, adjunct faculty feel alienated and cut off from the mainstream of the institution. Brown's commentary in the preceding paragraph suggests that the Faculty Resource Center at Cuyahoga would help to meet such a need.

One final development device at Cuyahoga deserves special mention. Brown commented upon a Professional Development Grants Program: "This program provides a small amount of funding for both full-time and part-time faculty to pursue projects that improve classroom instruction and the teaching/learning process through the development,

implementation, and evaluation of alternate teaching techniques, strategies, and support systems" (4).

Another type of development activity at the intermediate level was discussed in a paper written by Michael Rabalais and John Perritt. In the article "Instructional Development for Part-Time Faculty," these administrators described a series of modules designed to enhance the knowledge and skills of part-time faculty at Hinds Junior College in Raymond, Mississippi. According to the authors, the first meeting involved a general orientation similar to the type mentioned earlier. Topics such as college purposes, course policy, faculty evaluations, administrative rules and regulations were explained at this session (20). Also, the four modules through which part-time faculty could progress were introduced (21). The modules were as follows:

1. Introduction to the Community College and to Teaching in General and Hinds Junior College in Particular,
2. Testing and Grading,
3. Media Usage,
4. Student Characteristics (21).

The first of the modules concerned topics such as the types of education offered by community colleges - college transfer, technical, vocational, and continuing education. Also included were the particular aims of Hinds Junior College, course policies, evaluation of faculty, and systematic instructional design (21). The second module

involved topics related to test construction and grading (21). Module number three, taught by the Director of the Media Center covered reasons for using media, hands-on operation of projectors, and an overview of available media (21). The final module, taught by the Dean of Student Affairs, dealt with student characteristics, goals, and evaluations (22).

Rabalais and Perritt commented that the modules were offered on Saturday mornings and observed that the part-time faculty perceived the sessions as valuable (22).

Burlington County College in central New Jersey has a development program for adjunct faculty that can be included in this section. In an article "Burlington County College: Development Program for Adjunct Faculty," Harmon Pierce and Rosemary Miller stated that the college had faculty development programs for both full and part-time instructors. However, "student and divisional evaluations of part-time staff members indicated that training was needed in such areas as the nature and mission of the comprehensive community college, its teaching methods, and the improvement of instruction. Adjuncts also needed to become more familiar with BCC, its students, and the programs and services it offered" (40).

Pierce and Miller listed the following headings as indicative of the units used for five Saturday morning sessions:

1. The Role of the Community College and The College Tour,

2. Institutional Facilities and Services,
3. The Learning Packet,
4. Evaluation of Students and Course Evaluation,
5. The Course Syllabus (44).

Heading number one involved a videotape presentation which defined the role of the community college in higher education as well as the particular role of Burlington County College (43). Under heading two were explanations of kinds of instructional equipment and educational services provided by the college (43). The Learning Packet detailed the sequence of a unit plan: objectives, pretests, learning activities, posttests, and revision notions (43). The fourth heading represented materials designed to help adjunct faculty with test construction (43). Part-time faculty could receive help in the construction of course syllabi at the fifth session (43). The reader should note that these headings were examples used in Pierce and Miller's article; the authors indicated that these headings were "typical" (44).

In the areas of motivation and participation, the authors commented that 85 percent of their adjunct faculty have participated in the program and that if the adjunct faculty completed all of the sessions and assignments, they were paid seventy-five dollars. While these topics are secondary to the focus of the literature review, they are of some importance, especially when compared to similar data gathered by the survey.

Before leaving the work of Pierce and Miller, it seems worthwhile to note areas of similarity between their program topics and those reported by Rabalais and Perritt at Hinds Junior College in Raymond, Mississippi. Both institutions have topic headings related to the role of the community college, evaluation of students through testing, and instructional design. Also, both institutions provide developmental activities in media and instructional equipment. These areas, then, appear to be the principal points of similarity.

Formal Models

The final level of development for part-timers would entail the application of some type of formal model. The authors of such models appeared to perceive development in terms of carefully defined stages within a cycle or process. A review of the literature reveals at least two formal adjunct faculty development models, both developed within the past five years. A way to examine this level of faculty development is to define each model and its stages separately, then note existing similarities between or within the stages. This approach will be used over the proceeding pages.

Ruth McLean, mentioned earlier in this chapter, provides one type of model for continuing education teachers. While continuing education teachers may teach some non-credit classes offered for Continuing Education Units (C.P.R.,

Ballroom Dancing, for example), they occupy job positions very similar to academic part-time instructors. McLean noted the connection when she said, "The literature regularly has articles focusing on the lack of training for part-time (including continuing education) teachers" (4). Therefore, the model she created could be used for continuing education as well as other types of part-time instructors, and the model was "generic in that it does not require a particular administrative structure within which to work" (4).

McLean proposed a two-tiered model with development activities of one type for the new part-timer and a second level of supportive activities for a returning adjunct faculty member (5). The first level contained the following stages:

1. Interviews and Hiring,
2. Orientation,
3. Meeting Other Teachers,
4. Role Models or Mentors,
5. Communication,
6. Formal Learning,
7. Individual Learning Plans,
8. Evaluation and Feedback (5-6).

Of the stages listed, numbers 5, 6, and 7 required additional commentary since the headings were somewhat abstract. By "Communication," McLean meant a framework of messages sent by the institution to the part-timer which displayed care and concern. Such communications involved newsletters or

telephone calls (5-6). Number 6, "Formal Learning," included such activities as workshops in teaching/learning and curriculum development, both of which might aid the adjunct faculty member (6). Finally, McLean believed that each part-time faculty member should have an individual learning plan, "a plan to assist the teacher to further develop skills and knowledge of the teaching/learning process. . . ." (6).

McLean's stage two had these steps:

1. Formal Learning,
2. Communication,
3. Meet Other Teachers,
4. Evaluation (6).

"Formal Learning" experiences were defined as workshops, courses, and conferences. "Communication" involved a two-way flow of messages between the institution and the instructor. "Meet Other Teachers" involved the part-time instructor in discussions with others sharing similar positions. "Evaluation" entailed continued appraisal of and feedback to the adjunct faculty member (6).

The reader should note that McLean's two-tiered model is a proposed format for part-time continuing education faculty. She gave no indication that this model is currently in use; however, she did say that "elements of the above model can be found scattered in colleges across North America, but it is the conscious coordination and the combination of the elements that create a dynamic, comprehensive model" (7).

In 1984, Melvin Pedras created a model for part-time

community college faculty development. Pedras, then employed by Clark County Community College of North Las Vegas, published the model in volume 9 of the Community/Junior College Quarterly of Research and Practice in 1985 (71-77). To develop his model, Pedras used a review of literature and a survey of part-time faculty, full-time faculty, and administrators, all employed at Clark County Community College.

The Pedras model had the following stages:

1. Administration of the Training,
2. Determination of the Training Needs,
3. Development and Organization of Curriculum Components,
4. Identification of Populations to be Served,
5. Logistics of the Training Program,
6. Funding,
7. Support Services (71).

What follows is a short summary of the information found in the article after each of these points.

Under "Administration of the Training," Pedras stated that the administrator in charge of instruction (overall) should head the program. This administrator also ought to promote the program and establish an on-going program of evaluation to ensure progress (74). Pedras' second area, "Determination of the Training Needs," echoed the first recommendation made by both Byrd and Williams in their dissertations. Pedras indicated that based on his survey

work four areas surfaced as "needs" (74).

The four areas mentioned in the preceding paragraph provided the basis for part three of the model "Development and Organization of Curriculum Components." The areas were as follows:

1. Mission of the Community College,
2. Instructional Development and Delivery,
3. Legal Aspects of Education,
4. Classroom and Lab Management of Education (74).

Under the heading of "Mission. . ." came philosophical base, historical base, vocational technical education, university transfer education, adult and continuing education, developmental education and so on (74).

The second category, "Instructional Development and Delivery" contained numerous sub-headings including such topics as increasing student motivation, accommodating different learning rates, characteristics of effective instructors, course and curriculum development, grading systems, developing the syllabus, testing, application of learning principles, use of media, use of computers, textbook review and identification of developmental education students (74-75). In all, he mentioned twenty-four such headings, the preceding list being a sampling of some of them.

The third curriculum component was "Legal Aspects of Education" with these types of subdivisions:

1. Accountability,

2. Discipline,

3. Academic Freedom,

4. Civil Rights and Nondiscrimination,

5. Liability,

6. Grievance Procedures (75).

The final curriculum area "Classroom and Lab Management of Education" displayed four subdivisions, those being communication with administrators, organizing the learning environment, safety considerations, and security (75).

The fourth major part of the model was "Identification of the Populations to be Served" which included part-time teaching faculty at the community college level (75).

Major section five of the model "Logistics of the Training Program" included considerations of time and location. Pedras recommended on-campus short-term workshops scheduled during breaks or on weekends during the months of August, September and January with the length of any single workshop being no longer than one day (75).

Pedras' section six, "Funding," contained two concepts. First, if at all possible, he urged the institution to provide at least "moderate" funding. If the institution could not fund the program, he suggested that part-timers be assessed a fee for materials, perhaps in the range of 10.00 per person (76).

In the final section "Support Services," Pedras urged the creation of several "vital elements." The first such

element was an advisory committee whose members would help with program planning, communicate with other standing committees, and publish a newsletter (76). Next, the administrators responsible for faculty development needed to publish a faculty handbook for part-timers. Finally, the handbook and the newsletter needed to have "a section dealing with up-coming staff development workshops" (76).

In terms of implications for practice, Pedras said that his model was "a structured plan, rooted in empirical research and validated through a series of review procedures (76). He concluded that "It will provide the basis for a successful staff development training program for community college part-time faculty (77).

On Friday, November 13, 1987, this writer placed a phone call to Clark County Community College in North Las Vegas to determine if Pedras' model was operational. The Director of Continuing Education said that it was not and cited costs and the characteristics of the part-timers who often hold full-time jobs outside of education and could not always attend development activities as the primary reasons.

However, in support of the model concept, it should be noted that community colleges like Burlington County in New Jersey and Hinds Junior College in Raymond, Mississippi have had programs operating which incorporate many features common to the models summarized here.

There were similarities between Pedras' model and McLean's model. McLean and Pedras generally agreed upon the

need for workshops on teaching methodology, and curriculum development. Also, both authors saw administrative evaluation of part-timers as being necessary.

CHAPTER 3

Results of the Survey

The Presidents of eighty public technical community colleges listed in Sherry Harris' 1986-1987 Accredited Institutions of Post Secondary Programs received the ten question survey. The eighty community colleges were located in the states of Nebraska, Wyoming, Colorado, Kansas, Iowa, South Dakota and Missouri. Fifty-five of the eighty administrators receiving the questionnaire returned usable responses. This represented a 68.75 percent response.

Dimensions of staff-development activities for part-time faculty were researched through the use of a questionnaire. The following is a listing of survey questions, the responses and an analysis. In addition to the several responses available under each question, questions numbered 1, 2, 3, 7, and 10 provided for an open-ended response. A summary of comments gathered through the use of this alternative is provided.

Question One

How extensive were the programs of staff development for part-time faculty in the opinion of the respondent?

This question sought to determine the level of staff development activities being offered for part-time faculty. Five choices appeared on the survey. The five choices and a

frequency count for each option are provided in tabular format beginning with the most frequently marked choice.

Choice	Number of Institutional Responses at Each Level
1. Handbook plus a workshop	24
2. Handbook or manual	11
3. Organized development program - several sessions	10
4. Other	5
5. None	5
Total	55

Respondents from five colleges checked "other." One commented that a workshop was provided but no manual. Some orientation by Dean of Instruction and by department chairs were other comments. Another administrator commented that programs involved "individualized" materials.

Question Two

Who was directly responsible for administering the program?

Four choices appeared on the survey: "Vice President of Academic Affairs," "Dean of Academic Affairs or Dean of Instruction," "Director of Staff or Instructional Development" and "Other, please specify." A frequency count of the institutional responses for each option was made. Seven respondents checked "Vice President of Academic Affairs." Twenty-four checked "Dean of Instruction or Dean of Academic

Affairs." Four checked "Director of Staff Development or Instructional Development." Seventeen checked "other." Three checked "Dean of Instruction" in the event that a program would be developed at their institution. Responses totaled fifty-five.

Of the seventeen respondents who checked "other," two indicated that no one was specified. These two when added to the three "it would be the Dean of Instruction - when we develop a program" responses indicated that five colleges had no one in charge and that fifty of the institutions had an administrator actively in charge of part-time faculty development.

Under the heading of "other" respondents reported these additional titles: Dean of Community Service - one, Director of Continuing Education - six, Evening Coordinator - two, Divisional Heads - three, Department Chairs - one, Associate Dean of Instruction - one and Dean of Planning and Development - one.

Question Three

> What were the major components of the regional institution's programs of faculty development for part-time instructors?

Thirteen options were provided; a frequency count was made of the responses to each option to determine which development activities were most often used. The thirteen options and the number of responses per option are presented in tabular format beginning with the most frequently marked choices.

Choice	Number of Institutional Responses for Each Option
1. Handbook or manual of some type	46
2. Meetings between part-time and full time faculty teaching the same or similar subject matter	42
3. Assignment of part-timer to a mentor, divisional or department head	33
4. Planned formative and summative evaluation of part-timer	28
5. Instruction on available support services	18
6. Instruction on development and delivery of course materials	18
7. Instruction on role and mission of the tech-community college	17
8. Instruction on student characteristics	15
9. Instruction on testing and grading	11
10. Instruction on media usage	9
11. Other, please specify	9
12. Instruction on legal aspects of education in tech-community colleges	5
13. None	5

A ranking of the top five options produced the following listing: (1) the handbook, (2) meetings between part-timers and full-timers, (3) assignment of a part-timer to a mentor or divisional head, (4) the use of formative and summative evaluation, (5) instruction on available support services, and (5) instruction on development and delivery of course materials.

Respondents who indicated "other" listed the following activities: seminars and workshops - one, student evaluations - three, individual meetings with Dean of Instruction - one, newsletter - one, review of course syllabus, attendance policy, and evaluation - one, books and tapes available - one, and orientation conference with cluster manager - one.

Question Four

Were there written program objectives for the development of part-time faculty?

A "yes" or "no" response was required on this question which was used to determine if there were stated program objectives for part-time faculty development. Of the fifty-five institutions, four institutions or 7.3 percent had written objectives. Fifty-one institutions or 92.7 percent did not have written objectives.

Question Five

What level of annual funding was provided for development of part-time faculty?

The responses given indicated whether funds were being allocated for part-time faculty development and the dollar amounts, within specified ranges, that were being designated. The ranges and percentages are as follows:

Ranges of Dollars	Percentage of Responding Institutions at Each Range
1. None	18.2
2. 0 to 200.00	16.4
3. 200.00 to 500.00	21.8
4. 500 to 1000.00	16.4
5. 1000.00 to 2000.00	7.3
6. Above 2000.00	14.6
Three write-in responses	5.3
	100.0

When percentages are ranked, the top three include dollar amounts from 0 to 1000.00. Of the eight colleges budgeting over 2000.00 representing 14.6 percent of the total, six were in or very near metropolitan centers like Denver, Kansas City, and St. Louis. The three administrators who commented indicated that some monies were spent for part-time faculty development; however, there was no specific budget item indicating a dollar amount.

Question Six

In the opinion of the respondent, could the same program be a benefit to newly-hired full time faculty members?

A "yes" or "no" response was required with this question; the percentage of "yes" and "no" votes was determined along with those not responding. Administrators who responded "yes" to this question totaled forty-one for a percentage of 74.5. Those responding "no" totaled nine for a percentage of 16.4, and there were five who did not respond for a percentage of 9.1.

Question Seven

What was the general time-frame for accomplishing the program?

Six options appeared on the survey. A frequency count of the responses was made to determine the most popular time-frames. The results appear in tabular format beginning with the most frequently marked response:

Time-Frame Option	Number of Institutional Responses for Each Option
1. Manual plus one meeting during work week	21
2. Other	14
3. Manual distributed - self-paced	11
4. Several meetings throughout the semester on weekends	5
5. Ongoing meetings throughout the semester on weeknights	4
6. Manual plus one meeting on a weekend	3
Total	58

Administrator's responses did not follow the anticipated pattern on this question. Thirty-six administrators selected only one option; however, eleven administrators marked two options and eight administrators did not mark any options. Thirty-six single markings and eleven double markings (11 x 2 = 22) did produce the correct sum of total markings: fifty-eight.

Of the eleven respondents who marked two options, six marked "manual plus one meeting during the work week" and

"other." Two marked "manual distributed - self-paced" and "several meetings throughout the semester on weekends." The three remaining responses involved a manual, but the time-frame choices differed.

The following is a summary of the written remarks made under the "other" option: individual meetings - three, newsletters - one, meetings with Department or Divisional Heads - two, part-timers attend department meetings - one, formal meeting each semester - two, evaluation meetings throughout the year - one, meetings during work day - one, evening meeting beginning of each semester - one, and manual plus meeting at beginning of each semester - two.

Question Eight

What was the administrator's perception as to the effectiveness of the program?

Three options "not very effective," "somewhat effective," and "effective" were provided. A tally of the responses indicated that four respondents perceived their program as being "not very effective." Twenty-nine respondents marked "somewhat effective." Ten marked "effective," and twelve offered no opinion.

Question Nine

What was the level of participation in the program by part-time faculty?

Four options (0-25%, 25-50%, 50-75%, 75-100%) were provided. A frequency count indicated that five respondents marked 0-25 percent; thirteen checked 25-50 percent; fourteen

marked 50-75 percent; and fourteen marked 75-100 percent. Nine administrators did not mark any of the four choices.

Respondents at twenty-eight of the institutions or 50.9 percent of the total indicated that at least half of their part-time faculty attended development sessions.

Question Ten

What caused the part-time faculty member to enter the development program?

A frequency count of four options determined the greatest source of motivation for the part-timer. The results appear in tabular format beginning with the most frequently marked response:

Indicators of Motivation	Number of Responses per Option
1. The part-time instructor must be self-motivated.	23
2. It is required.	15
3. Other.	8
4. There is a monetary incentive.	5
Total	51

As with an earlier question, administrators' responses did not follow the anticipated pattern. Thirty-eight marked only one option; however, five marked two choices, one marked three options, and eleven did not mark any choices. Thirty-eight single markings, five double markings (5 x 2 = 10) and one triple marking did produce the correct sum of markings: fifty-one.

The following is a summary of the written comments listed under the "other" option: requested or strongly urged - three, invitation - one, some divisions require - one, recommended by department chairs - one, door prize at close of sessions - one and encourage - pay mileage - provide dinner - one.

Four written comments dealing with monetary incentives appeared. Respondents offered these comments: "25.00/session," "a very nice dinner," "varies," and "5.00 per credit hour increase per semester." One administrator checked the monetary incentive option but did not list any dollar figures.

CHAPTER 4

Summary, Conclusions and Recommendations

Summary and Conclusions

The following general conclusions were drawn from the data received on the survey responses. Where a trend in the literature supported the conclusion drawn from data, it was noted.

The first question concerned how extensive were the programs of part-time faculty development. Fifty-five institutions responded and of those fifty-five, twenty-four indicated "Handbook plus a workshop;" eleven checked "Handbook or manual." It appeared that these two development techniques were the most frequently used. Only ten colleges indicated having programs that involved "several sessions."

A review of the literature supported the popularity of the handbook in that the use of a handbook or manual was often mentioned. However, while various authors mentioned the orientation session method, they provided no indication on how extensively it was being used. This study indicated the orientation session was being used in about half of the responding institutions. Finally, the literature indicated that organized programs involving several sessions were less frequent as was found in the survey.

Question two concerned administrative responsibility for

the part-time faculty development program. Twenty-four respondents indicated "Dean of Instruction or Dean of Academic Affairs" which suggested in nearly half of the institutions part-time faculty development responsibilities fell under this subdivision. Seven respondents marked "Vice President for Academic Affairs." Only four marked "Director of Staff Development" suggesting that such a position was not widespread. Write-in comments indicated in six colleges the development responsibility was shouldered by the Director of Continuing Education, an option not included on the survey form.

One other significant finding derived from question two was that of the fifty-five institutional responses only five respondents indicated no one was responsible for part-time faculty development. Thus, fifty of the institutions had an administrator charged with doing some part-time faculty development.

The literature did not provide much insight on information relating to question two.

The third question dealt with components of the part-time faculty development programs at regional institutions. In this case, the review of literature was used to create the list of twelve components. However, the literature offered no clues regarding the frequency of usage for most of the components.

On the survey, the respondents checked several components with great frequency. The handbook received the most

responses followed by meetings between part-time and full-time faculty, assignment of part-timers to mentors, divisional or department heads, and the use of formative and summative evaluation. After these four, the markings on the remaining options dropped significantly.

Of those remaining, several were classified as instructional "modules" or "units." Modules or units on available support services were the most popular followed by units on development of course materials, the role and mission of community colleges, and student characteristics.

While a few other components received a scattering of responses, those mentioned in the preceding paragraphs appeared to be of greatest use.

Question four asked whether the regional community colleges had written program objectives for adjunct faculty development activities. The obvious conclusion was that most institutions did not. Fifty-one institutions indicated in the negative.

The literature offered no insight on this question.

The fifth question concerned the level of annual funding being provided for part-time faculty improvement activities. The literature review provided only one figure, a 4,500.00 estimate made by Pierce and Miller in the Burlington County College article (42).

Survey responses suggested that in seventy-three percent of the colleges annual funding fell between 0 and 1000 dollars. Administrators at twelve institutions or twenty-two

percent of the total reported annual funding higher than 1000 dollars. Of the twelve, eight of the colleges were in or near metropolitan areas.

Generally, it appears that annual funding for development programs involves a very small amount of the total budget.

Survey question six originated from the literature review. Specifically, Pierce and Miller in their article on Burlington County College implied that similar content (college's philosophy, instructional techniques) was used in development programs for part-timers and new full-time faculty (39).

Three-fourths of the survey respondents agreed that materials developed for part-timer's enhancement would also be of benefit for newly-hired full-time faculty.

It would appear that newly-hired full-time faculty could profit from an understanding of a particular institution's philosophy, role and mission, student characteristics, and instructional expectations.

This writer's need to understand time format prompted the seventh question: what was the time-frame for accomplishing the program? The literature written by McCright, McLean, Rabalais and Perritt, Pierce and Miller, and Pedras suggested the time-frame options used on the survey. However, the literature offered no clues as to how frequently each option was being used.

According to the survey, the most frequently used time-frames were the "manual plus one meeting during the work

week" and the "manual distributed - self-paced" options; representing slightly over half of the total responses. Less than one-fifth of the institutions reported having more than one meeting per semester on weeknights or weekends.

The conclusion drawn was that the most frequently used time-frames involved less complex formats and less personal contact with the adjunct faculty.

Question eight sought the respondent's opinion on the effectiveness of the part-time faculty development program if such a program existed. Slightly over half of the administrators evaluated their programs as being "somewhat effective." Nearly one-fifth of them rated their adjunct faculty development efforts as being "effective." It appeared that the majority of respondents from institutions that had programs were moderately satisfied with the activities. Only four respondents checked "not very effective."

Several authors of the literature offered positive evaluative comments about the programs they described. Among them were Brown, Rabalais and Perritt, and Pierce and Miller.

In the ninth question, administrators responded regarding participation levels by adjunct faculty. Four options appeared on the survey (0-25%, 25-50%, 50-75%, 75-100%). The survey responses did not provide a definitive pattern except that only five administrators checked the first quartile. The conclusion here was where a program existed, an administrator could expect twenty-five percent or better participation by adjunct faculty.

The literature review provided no detailed information on question nine.

The final question dealt with motivation. What caused adjunct faculty to enter the development program? Nearly half of the total responses to the four available options fell under the heading. "The part-time instructor must be self-motivated." However, respondents placed fifteen responses on "It is required," indicating that some colleges mandate attendance. Only five respondents indicated that there was a monetary incentive for adjunct faculty to enter the program. One unusual written comment was that a door prize at the end of the sessions enhanced attendance.

Pierce and Miller, writing of Burlington County College, indicated that adjunct faculty who completed all five, three-hour sessions were paid $75.00 (40). Other than this reference, the literature review did not offer any other indicators of motivation.

It appeared that self-motivation was the prime mover of adjunct faculty into development programs. There were some administrators who mandated attendance and a few who paid to provide motivation.

Focused Recommendations

Based on the results of this study, it appears that in fact many of the responding community colleges do provide development activities for adjunct faculty. This positive trend should enhance the job performance of the

growing numbers of part-time faculty.

For the Mid-Plains Technical Community College Area, the following recommendations are made to the Board and Administration:

1. Establish institutional commitment to the development program for part-time faculty,
2. Establish administrative responsibility for part-time faculty development activities,
3. Assess development needs of part-time faculty,
4. Develop goals and objectives for development program,
5. Create a comprehensive handbook for part-time faculty,
6. Hold at least one meeting each semester per campus for all part-time faculty. The meeting is to include a general orientation, a review of the handbook, and interaction with other part-time and full-time faculty,
7. Provide a motivational incentive which will encourage part-timers to participate in development activities.

Establishing this level of programming would constitute a sound beginning. The results of this study indicate that the preceding four areas of development are common to a majority of the responding institutions.

Once the basic portion of the program is operational, more extensive activities should be instituted. Specifically, such activities should include:

1. Expanding of goals and objectives,

2. Developing activities involving several sessions each semester,
3. Extending instructional sessions to include the following topics: development and delivery of course materials, available support services, the role and mission of the technical-community college, student characteristics, testing and grading, media usage, and legal aspects of education in tech-community colleges,
4. Requiring newly-hired full-time faculty to participate in the program when appropriate.

General Recommendations

As it is an area ripe for investigation, studies similar to this need to be conducted for other regions of this country.

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Appendix

MID-PLAINS COMMUNITY COLLEGE

MID-PLAINS TECHNICAL COMMUNITY COLLEGE AREA

McCOOK COMMUNITY COLLEGE

Support Letter

October 19, 1987

Dear President:

Mr. Ford Craig, an English Instructor at McCook Community College, is doing a study of faculty development for part-time instructors in regional community colleges. This study will satisfy one of the requirements for a specialist degree at Kearney State College.

I would like to urge you or your designee to take a few minutes to complete the questionnaire so Ford's study will have some validity. You can assist with the success of this study.

We plan on using the findings of this study to improve our faculty development program both for part-time and full-time faculty members.

I want to thank you in advance for your assistance.

Sincerely,

Dr. William G. Hasemeyer

Dr. William G. Hasemeyer
Area President

rh

MID-PLAINS COMMUNITY COLLEGE
Route 4, Box 1, I-80 & Hwy 83
North Platte, Nebraska 69101
308-532-8740

AREA OFFICE
416 North Jeffers
North Platte, Nebraska 69101
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McCOOK COMMUNITY COLLEGE
1205 East 3rd Street
McCook, Nebraska 69001
308-345-6303

November 6, 1987

Dear

I am a full-time English Instructor at McCook Community College, McCook, Nebraska and am presently involved in a study of faculty development for part-time instructors in regional technical community colleges. This field study will satisfy one of the requirements for the Specialist Degree program at Kearney State College. The purpose of the study is two-fold:

1. To investigate what is currently being done for development of the part-time faculty member in the technical community college within a specified geographic area.

2. To provide foundational information so that some type of faculty development program for part-time instructors might be instituted within the colleges comprising the Mid-Plains Technical Community College system.

I would appreciate your help in furthering research in this area. Enclosed, you will find a questionnaire which is designed in such a manner that it can be completed in a few minutes. Really, the success of this project depends upon your response. I would greatly appreciate your cooperation in the completing of this questionnaire. The questionnaire is number coded to determine those institutions who respond.

As a further incentive to help me out, I am offering two things. First, while you are completing the survey, you can have a cup of coffee on me. Second, I will provide an abstract of the paper to those administrators who participate. I am surveying in the states of Nebraska, Kansas, Colorado, Wyoming, South Dakota, Iowa, and Missouri.

Please return your questionnaire in the enclosed envelope on or before , 198 . Respondents will be the only ones to receive a copy of the abstract. Thank you.

Sincerely,

Ford M. Craig
1206 West 6th Street
McCook, Nebraska 69001

ADMINSTRATOR'S QUESTIONNAIRE ON FACULTY DEVELOPMENT FOR PART-TIME COMMUNITY COLLEGE FACULTY WHO TEACH CREDIT COURSES

Part I Please supply the following general information:

1. Your position _____
2. Approximate number of full-time students at your institution _____
3. Approximate number of part-time credit students at your institution _____
4. Approximate number of faculty: part-time _____ full-time _____

Part II Please complete as much as possible:

1. In your opinion, what level of faculty development is your institution providing for part-time instructors? (circle one)
   1. none 2. handbook or manual 3. handbook plus a workshop 4. organized development program involving several sessions 5. other, please specify _____
   _____

2. Who is directly responsible for administering the program? (please check)
   ( ) Vice President of Academic Affairs
   ( ) Dean of Academic Affairs or Dean of Instruction
   ( ) Director of Staff or Instructional Development
   ( ) Other, please specify _____

3. What are the major components of your program of faculty development for part-time instructors? Please check all which are being used at your institution.
   ( ) none
   ( ) handbook or manual of some type
   ( ) meetings between part-time and full-time faculty teaching the same or similar subject matter
   ( ) instructional modules on the role and mission of your tech-community college
   ( ) instructional modules on development and delivery of course materials
   ( ) instructional modules on the legal aspects of education in tech-community colleges
   ( ) instructional modules on student characteristics in today's tech-community college
   ( ) instructional modules on support services available to faculty and students
   ( ) instructional modules on testing and grading
   ( ) instructional modules on media usage
   ( ) assignment of the part-time faculty member to a mentor, divisional, or department head
   ( ) carefully planned formative and summative evaluation of part-time instructors
   ( ) other, please specify _____
   _____

4. Are there written program objectives for the development of part-time faculty?
   ( ) Yes
   ( ) No
   Note: If "yes" please return a copy along with this survey.

5. What level of annual funding is provided for development of part-time faculty? (please check)
   ( ) None
   ( ) 0 to 200.00
   ( ) 200.00 to 500.00
   ( ) 500.00 to 1000.00
   ( ) 1000.00 to 2000.00
   ( ) Above 2000.00 _____

6. In your opinion, could the same program for part-time faculty be a benefit to newly hired full-time faculty members?
   ( ) Yes
   ( ) No

7. What is the time-frame for accomplishing the program?
   ( ) manual distributed - self-paced
   ( ) manual plus one meeting during the work-week
   ( ) manual plus one meeting on a weekend
   ( ) several meetings throughout the semester on weekends
   ( ) ongoing meetings throughout the semester on weeknights
   ( ) other, please specify_____

8. If your institution has development activities for part-time faculty, what is your perception of the effectiveness of said activities? (please check)
   ( ) not very effective
   ( ) somewhat effective
   ( ) effective

9. What is the level of participation in the program by the part-time instructors? (please check)
   ( ) 25% or less participate
   ( ) 25% to 50% participate
   ( ) 50% to 75% participate
   ( ) 75% to 100% participate

10. What causes the part-time faculty member to enter the program? (please check)
    ( ) It is required.
    ( ) The part-time instructor must be self-motivated.
    ( ) There is a monetary incentive. How much_____?
    ( ) Other, please specify_____

Questionnaire Response Data
ADMINISTRATOR'S QUESTIONNAIRE ON FACULTY DEVELOPMENT FOR PART-TIME COMMUNITY COLLEGE FACULTY WHO TEACH CREDIT COURSES

Please complete as much as possible:

1. In your opinion, what level of faculty development is your institution providing for part-time instructors? (circle one)
   1. none 2. handbook or manual 3. handbook plus a workshop 4. organized development program involving several sessions 5. other, please specify_____
   1. (5) 2. (11) 3. (24) 4. (10) 5. (5)

2. Who is directly responsible for administering the program? (please check)
   (7) Vice President of Academic Affairs
   (27) Dean of Academic Affairs or Dean of Instruction
   (4) Director of Staff or Instructional Development
   (17) Other, please specify_____

3. What are the major components of your program of faculty development for part-time instructors?
   Please check all which are being used at your institution.
   (5) none
   (46) handbook or manual of some type
   (42) meetings between part-time and full-time faculty teaching the same or similar subject matter
   (17) instructional modules on the role and mission of your tech-community college
   (18) instructional modules on development and delivery of course materials
   (5) instructional modules on the legal aspects of education in tech-community colleges
   (15) instructional modules on student characteristics in today's tech-community college
   (18) instructional modules on support services available to faculty and students
   (11) instructional modules on testing and grading
   (9) instructional modules on media usage
   (33) assignment of the part-time faculty member to a mentor, divisional, or department head
   (28) carefully planned formative and summative evaluation of part-time instructors
   (9) other, please specify_____
   _____

4. Are there written program objectives for the development of part-time faculty?
   (4) Yes
   (51) No
   Note: If "yes" please return a copy along with this survey.

5. What level of annual funding is provided for development of part-time faculty? (please check)
   (10) None
   (9) 0 to 200.00
   (12) 200.00 to 500.00
   (9) 500.00 to 1000.00
   (4) 1000.00 to 2000.00
   (8) Above 2000.00 _____
   (3) Write-in responses

6. In your opinion, could the same program for part-time faculty be a benefit to newly hired full-time faculty members?
   (41) Yes
   (9) No
   (5) No response

7. What is the time-frame for accomplishing the program?
   (11) manual distributed - self-paced
   (21) manual plus one meeting during work-week
   (3) manual plus one meeting on a weekend
   (5) several meeting throughout the semester on weekends
   (4) ongoing meetings throughout the semester on weeknights
   (14) other, please specify_____

8. If your institution has development activities for part-time faculty, what is your perception of the effectiveness of said activities? (please check)
   (4) not very effective
   (29) somewhat effective
   (10) effective
   (12) no response

9. What is the level of participation in the program by the part-time instructors? (please check)
   (5) 25% or less participate
   (13) 25% to 50% participate
   (14) 50% to 75% participate
   (14) 75% to 100% participate
   (9) no response

10. What causes the part-time faculty member to enter the program? (please check)
    (15) It is required.
    (23) The part-time instructor must be self-motivated.
    (5) There is a monetary incentive. How much_____?
    (8) Other, please specify_____

COLORADO

Aims Community College
Greeley, Colorado

Arapahoe Community College
Littleton, Colorado

Colorado Mountain College
Glenwood Springs, Colorado

Colorado Northwestern Community College
Rangely, Colorado

Community College of Aurora
Aurora, Colorado

Community College of Denver
Denver, Colorado

Front Range Community College
Westminster, Colorado

Lamar Community College
Lamar, Colorado

Morgan Community College
Fort Morgan, Colorado

Northeastern Junior College
Sterling, Colorado

Otero Junior College
La Junta, Colorado

Pikes Peak Community College
Colorado Springs, Colorado

Pueblo Community College
Pueblo, Colorado

Red Rocks Community College
Golden, Colorado

Trinidad State Junior College
Trinidad, Colorado

IOWA

Clinton Community College
Clinton, Iowa

Des Moines Area Community College
Ankeny, Iowa

Eastern Iowa Comm.College
Davenport, Iowa

Ellsworth Community College
Iowa Falls, Iowa

Indian Hills Comm.College
Ottumwa, Iowa

Iowa Central Comm.College
Fort Dodge, Iowa

Iowa Lakes Comm. College
Estherville, Iowa

Iowa Valley Comm.College
Marshalltown, Iowa

Iowa Western Comm.College
Council Bluffs, Iowa

Kirkwood Comm. College
Cedar Rapids, Iowa

Marshalltown Comm.College
Marshalltown, Iowa

North Iowa Comm. College
Mason City, Iowa

Northwest Iowa Tech. College
Sheldon, Iowa

Southwestern Comm.College
Creston, Iowa

Western Iowa Tech. Community College
Sioux City, Iowa

KANSAS

Allen County Comm. College
Iola, Kansas

Barton County Comm.College
Great Bend, Kansas

Butler County Comm.College
El Dorado, Kansas

Cloud County Comm.College
Concordia, Kansas

Coffeyville Comm. College
Coffeyville, Kansas

Colby Community College
Colby, Kansas

Cowley County Comm. College
Arkansas City, Kansas

Dodge City Community College
Dodge City, Kansas

Fort Scott Comm. College
Fort Scott, Kansas

Garden City Comm. College
Garden City, Kansas

Haskell Indian Junior College
Lawrence, Kansas

Highland Community College
Highland, Kansas

Hutchinson Community College
Hutchinson, Kansas

Independence Comm. College
Independence, Kansas

Johnson County Comm. College
Overland Park, Kansas

Kansas City Kansas Community College
Kansas City, Kansas

Labette Community College
Parsons, Kansas

Neosho County Community College
Chanute, Kansas

Pratt Community College
Pratt, Kansas

Seward County Community College
Liberal, Kansas

MISSOURI

Crowder College
Neosho, Missouri

East Central Junior College
Union, Missouri

Jefferson College
Hillsboro, Missouri

Longview Comm. College
Lee's Summit, Missouri

Maple Woods Comm.College
Kansas City, Missouri

Mineral Area College
Flat River, Missouri

Moberly Junior College
Moberly, Missouri

Penn Valley Comm.College
Kansas City, Missouri

Pioneer Comm. College
Kansas City, Missouri

State Fair Comm. College
Sedalia, Missouri

St. Louis Comm. College
St. Louis, Missouri

St. Louis Community College at Forest Park
St. Louis, Missouri

St. Louis Community College
at Florissant Valley
St. Louis, Missouri

St. Louis Community College
at Meramec
St. Louis, Missouri

The Metro. Comm. College
Kansas City, Missouri

Three Rivers Comm. College
Poplar Bluff, Missouri

Trenton Junior College
Trenton, Missouri

NEBRASKA

Central Tech Comm. College
Grand Island, Nebraska

Metro Tech
Omaha, Nebraska

Northeast Tech Comm. College
Norfolk, Nebraska

Southeast Community College
Lincoln, Nebraska

Western Tech. Comm. College
Scottsbluff, Nebraska

SOUTH DAKOTA

Oglala Lakota Comm. College
Kyle, South Dakota

WYOMING

Casper College
Casper, Wyoming

Central Wyoming College
Riverton, Wyoming

Eastern Wyoming College
Torrington, Wyoming

Laramie County Comm. College
Cheyenne, Wyoming

Northwest Comm. College
Powell, Wyoming

Sheridan College
Sheridan, Wyoming

Western Wyoming College
Rock Springs, Wyoming

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
APR 01 1988